



Who's "Fat", Who's Not. Sociocultural Influences On Female Adolescent's Body
Image.

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A
THESIS

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Abstract

Sociocultural influences, media, parents and peers, on adolescent females' body image, as perceived by female high school students of a military related community were investigated. A body image survey was administered to 26 adolescent females. Ultimately, the research revealed that media, parents and peer groups influenced adolescent body image and significantly contributed to female students' perceptions and attitudes.

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Dedication

To Aerick, Alexandra, and Carson for their guidance, support, love and enthusiasm. To the inanimate objects, that work for free. They are always reliable and never complain. Without these things this thesis could not have been possible.

Chapter 1: Introduction

Unfortunately, many females alike fail to realize beauty is truly in the eye of the beholder. Western culture has modified concepts of beauty to reflect the ideal standard for a particular time. For example, in the 1800's, women with a heavier body type were depicted in art as very desirable. Moving into the 1920's, slim figures were preferred with the emergence of factory made clothing. As such, labeling females body size with a number. Presently, the Western culture continues to embrace the thin female body. This ideal for feminine beauty demands a body so thin that it is impossible for most women to achieve. Additionally, in the Western culture, many young females struggle with achieving unrealistic body size, resulting in many risk factors including, body dissatisfaction, eating disorders and poor self-esteem. Adolescent females are inundated with mixed messages from a multitude of sources, compounding the severity of this crises. This research attempts to analyze the factors influencing adolescent females' body image and offers suggestions how to minimize the negative effects. Specifically, a comprehensive literature review on body image is compared to research data collected on a small military community, located in interior Alaska.

Past research examined the role of sociocultural influences and their impact on female adolescents' body image. (Levine & Smolak, 1992, Stice, 1994). Literature reviewed also related that these powerful influences were transmitted through three primary sociocultural agents-*media*, *parents*, and *peers*. As such, media, parents and peers contribute to and reinforce the thin cultural ideal. This

thesis explores the idea that the current emphasis on the ideal body is likely to have negative consequences in relation to body satisfaction and increase risk factors, including eating disorders, disordered eating, depression and self-esteem of adolescent females.

Research Question

How does the media, parents and peers influence adolescent females' body image, as perceived by female high school students of a military related community?

To answer this question, a survey instrument was developed and distributed to female students enrolled in a high school located on a military installation in Alaska.

Participants and Setting

As mentioned, participants in this study attend a public junior/senior public high school, located on a military installation, in interior Alaska. The majority of the students are dependents of a military member, which is a child whose parent or guardian is a member of the armed forces. However, some students attending this high school were not military dependents. School enrollment in the past year was 370 total students, for grades 9-12. Through the school's spirit, pride and hard work, they successfully compete against larger, neighboring schools in the areas of academics and sports. The school lives up to its motto: "Small but Mighty and Proud."

Because participants were minors, parental consent letters were distributed to all females (n=94) in the 9th and 12th grades at the school. Of the 94 letters mailed, 28% (n=26) received parental permission to participate in this study. The precise research methods used are discussed in Chapter 3, Methodology. Chapter 2, Literature Review, describes research on available, relevant studies. Chapter 2 is divided into 5 subsections, History of Body Image, Risk Factors Defined, Media, Parents and Peers influence adolescent females' perceived body image. Chapter 4, Results, analyzes the findings of the survey conducted for this study. Chapter 5, Conclusion, relates the significance of the findings and offers recommendations for future research.

Assumptions

- The survey utilized was understood and is an accurate measure of sociocultural influences of perceived body image.
- Data collected are reliable and valid; data are representative of the entire population (n=94).
- Survey responses are honest.
- Sources and literature review information are accurate and reliable, particularly numbers and statistics.

Chapter 1 outlined the focus of this research by introducing the situation, highlighting the problem to be studied, identified research question, and listed research assumptions. Chapter 2 summarize literature reviewed germane to the topic. The focus of Chapter 2 will highlight the sociocultural influences and their

impact on adolescent females body image. Specifically, Chapter 2 is divided into 5 subsections, History of Body Image, Risk Factors Defined, Media, Parents and Peers influence adolescent females' perceived body image.

Definition of Terms

Adolescence: the period extending from the onset of puberty to early adulthood.

Adolescent: an individual experience adolescence.

Puberty: the period during which the reproductive system matures; it begins with an increase in sex hormone production and occurs at and signals the end of childhood.

Body Image and *Body Dissatisfaction* are two terms that will be used interchangeably to describe body image.

**Eating Disorders*: gross disturbances in eating behavior and in the way individuals respond to food. They are clinically diagnosed in the *Diagnostic and Statistical Manual, Fourth Edition* (DSM IV). Two common eating disorders are Anorexia Nervosa and Bulimia Nervosa.

**Disordered Eating*: a disturbance in eating behavior. It differs from eating disorders in they are a sub-clinical level.

Frequency: in statistics, the number of times an event occurs.

Military Dependent: a child whose parent or guardian is a member of the armed forces.

**The terms eating disorder and disordered eating will be used interchangeably.*

Chapter 2: Review of the Literature

Children as young as seven experience body image concerns and disordered eating beliefs; these concerns develop mostly during early to middle adolescence (Maloney, McGuire, Daniels, & Specker, 1989; Attie, Brooks-Gunn, 1989; Byrant-Waugh, Cooper, Taylor, & Lask, 1996; Edlund, Halvarsson, & Sjoden, 1996; Maloney, McGuire, Daniels, & Specker, 1989; Rolland, Farnill, & Griffiths, 1997). These concerns do not discriminate between adolescent males and females, as both experience body dissatisfaction and participate in diet and weight loss behaviors; however, such dissatisfaction appears to be more prevalent among adolescent females (Fox, Page, Armstrong, and Kirby, 1994; Keel, Fulkerson, and Leon, 1997; Killen, Taylor, Teich, Saylor, Maron, Robinson, 1992; Patton, Carlin, Shao, Hibbert, Rosier, Selzer, Bowes, 1997; Paxton, Wetheim, Gibbons, Szmuckler, Hillier, Petrovich, 1991). In fact, two-thirds of high school females are either on a diet or planning to start one (French, Perry, Leo, & Fulkerson, 1995; Garner & Kearney-Cooke, 1996; Story, Neumark-Sztainer, Sherwood, Stang, & Murrar, 1998; Gordon, 2000). Plus, dieting behaviors are so prevalent among adolescent females that eating behaviors that border on what has typically been diagnosed as pathogenic or eating disordered is now considered normal by many female adolescents (Polivy & Herman, 1987).

The metamorphosis of adolescence is a major developmental challenge for females as, "adolescence is a time of establishing one's identity, with concomitant increases in self-awareness, self-consciousness, preoccupation with image, and

concern with social acceptance” (Tiggemann 2001, p. 1). Adolescent females transition into adulthood during puberty. During this transformation, females deal with an increase in body fat along, with an average weight gain of 24 pounds (Thomas, Ricciardelli, Williams, 2000; Grumbach, Roth, Kaplan, Kelch, 1974). This increase in body fat and weight moves adolescent females further away from Western culture’s ideal body shape for women (Thomas, Ricciardelli, Williams, 2000). Research indicates that pubertal females are more likely to report greater body dissatisfaction and disordered eating than females that have not entered puberty (Attie & Brooks-Gunn, 1989; Swarr & Richards, 1996). Pubertal growth along with values and norms of Western culture are important in the development of body image, influencing the attitudes, beliefs, and behaviors of adolescents (Haavio-Mannila, E., Purhonen, S. 2001; Feldman, W., Feldman, E., Goodman, J.T. 1988). According to Ge and her colleagues, a society that devalues being overweight is a serious risk factor for developing a negative body image and disordered eating behaviors, especially for pubertal adolescent females (2001).

Body image (Schilder, 1964) is, “broadly defined as a conception (or, indeed, an image or picture) a person has of his or her own body, is one of the terms which has been used in order to integrate physiological, psychical, and social aspects of the human body” (Haavio-Mannila, Purhonen, 2001 p. 1). In fact, body image is how adolescent females represent and evaluate their selves (Jones, D.C. 2001). Due to adolescents search for self identity and social acceptance among peers, in addition to the sociocultural messages of the thin ideal body, the majority of

adolescent females suffer from body dissatisfaction. (Attie & Brooks-Gunn, 1989; Paxton et al., 1991; Thompson, Coover, Richards, Johnson, & Cattarin, 1995 French, Perry, Leon, & Fulkerson, 1995; Stice, Killen, Hayward, & Taylor, 1998). Adolescents' dissatisfaction with their bodies typically leads to a desire to lose weight often through dieting and unhealthy weight loss practices, in attempt to reach the cultural ideal (Tiggemann, 2001).

The putative risk factors for a negative body image that have received the most attention involve sociocultural pressures (Stice & Whitenton, 2002). Research suggests that pressure to be thin from one's social environment fosters body dissatisfaction because repeated messages that one is not thin enough produces discontent with bodily appearance (Striegel-Moore, Silberstein, Rodin, 1986; Thompson et al., 1999 as cited in Stice & Whitenton, 2002). For adolescent females, the sociocultural message is very clear in transmitting societal's view regarding the ideal body (Benedikt, Wertheim, & Love, 1998; Cusimano & Thompson, 1997; McCabe & Ricciardelli, 2000; Pike & Rodin, 1991; Vincent & McCabe, 2000; Ricciardelli, McCabe, 2001). Adolescent females report sociocultural agents, such as, media, parents, and peers influence their idea of what their body should look like, and what they can do to achieve the cultural ideal (Dunkley, Wertheim, Paxton, 2001). Consequently, we know that these three agents significantly impact adolescent female body image and eating behaviors (Dunkley, Wertheim, Paxton, 2001).

Dunkley, Wertheim, and Paxton (2001), found that females who show the most body dissatisfaction and disordered eating patterns live in a society that supports a thin ideal and encourages unhealthy behaviors to achieve this ideal. Similarly, three independent studies on adolescent females, concluded that 70-76% would prefer a figure thinner than their own (Fear, Bulik, Sullivan, 1996; Paxton, Wertheim, Gibbons, Szmulder, Hillier, Petrovich, 1991; Tiggemann, Pennington, 1990). Additionally, researchers found that over 50% of adolescent females tried to lose weight, while only a small number of these female adolescents were overweight (Fear, Bulik, Sullivan, 1996; Grigg, Bowman, Redman, 1996; Patton, Selzer, Coffey, Carlin, Wolfe, 1997; Paxton et al., 1991). These negative body image tendencies are also statistically linked to physical and mental health concerns, and is associated with disordered eating, depression and low self-esteem (Button, Loan, Davies, Sonuga-Barke, 1997). Other studies depicted a causal relationship between body image and self-esteem among adolescent females. Collectively, these studies purport that females with a more negative body image tend to have a lower self-esteem, than those who have a more positive body image (Fabian, Thompson, 1989; Martin, Housley, McCoy, Greenhouse, 1988; Wood, Becker, Thompson, 1996; Williams, Currie, 2000).

Similarly, a strong causal link between a negative body image and disordered eating is also suggested in the literature (Attie, Brooks Gunn, 1989; Field, Camargo, Taylor, Berkey, Colditz, 1999; Killen, Barr Taylor, Hayward, Wilson, 1994; Stice, 2001; Stice, Mazotti, Krebs, Martin, 1998; Wertheim, Koerner, Paxton, 2001).

Studies demonstrate that adolescent females who diet are more likely to participate in health compromising behaviors and are more likely to develop an eating disorder (Grigg, Bowman, Redman, 1996; Lowe, Gleaves, DiSimmone-Weiss, Gurguseson, Gayda, Kolsky, Neal-Walden, Nelson, McKinney, 1996). In extreme cases, dieters are 18 times more likely to develop an eating disorder than non-dieters (Patton, Selzer, Coffey, Carlin, Wolfe, 1999). Extreme dieting techniques such as, fasting, vomiting, diet pills, laxatives, cigarettes, and diuretics are not uncommon weight control strategies employed by adolescent females (Hendren, Barber, Signafoos, 1986; Killen, Taylor, Teich, Saylor, Maron, Robinson, 1986; Huon, 1994; Rosen, Gross, 1987; Maude, Wertheim, Paxton, Gibbons, Szmukler, 1993). Surprisingly, these extreme weight loss techniques are associated with very unhealthy physical, nutritional and emotional outcomes (Gibbons, Wertheim, Paxton, Petrovich, Szmukler, 1993; NIH Technology Assessment Panel, 1992; O'Dea, 1995; Wilson, 1993). Again, the consequences of disordered eating and unhealthy dieting practices paired with a negative body image could place these adolescents at risk of developing full-blown eating disorders or serious health problems (Grigg, Bowman, Redman, 1996).

History of Body Image

Throughout history, concepts of feminine beauty have been modified to reflect the ideal standards of a particular time. Therefore, adult and adolescent females are encouraged to change their shape and weight to conform to current trends. In the nineteenth century and the beginning of the twentieth century, female

bodies were shaped using clothing and undergarments to hide the body's imperfections (Brumberg, 1997). For example, one historic method utilized to reduce waist size was a corset. Although very uncomfortable, corsets were seen as essential to achieve the current beauty standard (Brumberg, 1997).

In the 1800's, paintings of women depicted a heavier body type. This full body type was seen as very desirable. At the turn of the century, beauty was internalized with the discovery of the calorie and dieting (Brumberg, 1997). During the 1920's, the word "fat" entered the vocabulary of young women and a slim body was deemed desirable due to successful marketing by the emerging fashion industry (Brumberg, 1997). In the 1920's the 'Flapper' fashion showed women with flat chests and unshapely, boy-like bodies. Around this time, clothes that were once handmade were starting to be mass produced; Sizes were created and young females had a way to compare themselves with their peers (Brumberg, 1997). With the introduction of sizes, there were young women that did not fit into the new standard clothing and quickly learned that they were not part of the "norm". Therefore, "clothing size was no longer just how much fabric a mother needed to make a dress; it was a number, a gage for success" (<http://www.uhs.wisc.edu/ex/community/noweigh/history.php>). The strive for thinness continued in the 1930's and 1940's, with more shapely bodies and bigger breasts (Merger, 2002). In the 1950's, the movie and fashion industries continued the trend of large breasts along with tiny waists and slim legs (<http://nm-server.jrn.columbia.edu/projects/masters/bodyimage/history/1960s.html>). In some peer groups, adolescent females' status and sense of

self was determined by the ability to wear and fill a bra (Brumberg, 1997). In the 1960's, Twiggy, a British fashion model, with a flat chest weighing 96 pounds, was introduced and took slimness even further (Meger, 2002). From the 1960's to the 1980's thinner and thinner models. In the 1980's, the ideal was slim but more muscular; Consequently, women could no longer just diet into the correct size; there was a new pressure to add exercise to improve bodies (<http://www.4woman.gov/TimeCapsule/century/chapter6.htm>). In the 1990's, there was a trend being extremely thin and large breasted; a concept that is almost impossible without artificial means such as breast implants and liposuction (<http://www.thesite.org/youthnet/jsp/polopoly.jsp?d=295&a=3210>). Furthermore, the waif look was accentuated with "Heroin Chic" models appearing hung over, with dark circles under their eyes (<http://www.quinion.com/words/turnsofphrase/tp-her1.htm>). Overall, Western culture continues to embrace the thin feminine body type as the cultural ideal (Lamb, Jackson, Cassiday, Preist, 1993). This continued pressure emphasizing the thin ideal, a body type that is described as both unhealthy and unobtainable by many females, has been correlated to decreased body satisfaction and increased dieting and disordered eating among females (Anderson, DiDomenico, 1992; Garner, 1997; Wiseman, Gray, Mosimann, Ahrens, 1992).

Risk Factors Defined

Research statistics link negative body image to physical and mental health concerns with depression, low self-esteem, eating disorders, and disordered eating (Button, Loan, Davies, Sonuga-Barke, 1997). Criteria for major depressive episode

is listed in the Diagnostic and Statistical Manual of Mental Disorders-IV (DSM-IV), found in Table A. Criteria for anorexia nervosa is listed in the DSM-IV found in Table B. Criteria for bulimia nervosa is listed in the DSM-IV found in Table C. Criteria for binge eating disorder is listed in the DSM-IV found in Table D. Criteria for disordered eating is found in Table E. Several studies revealed the relation between body image and self esteem among adolescent females and found that females who report a negative body image, tend to have lower self-esteem than those who have a more positive body image (Fabian, Thompson, 1989; Martin, Housley, McCoy, Greenhouse, 1988; Wood, Becker, Thompson, 1996).

Self-esteem, which is more broadly referred to as self-concept, is viewed as a major determinant of body dissatisfaction, weight loss strategies, and associated eating problems (Ricciardelli, McCabe, 2001). The National Association for Self-Esteem defines self-esteem as, "The experience of being capable of meeting life's challenges and being worthy of happiness" (2000, <http://www.self-esteem-nase.org>). Adolescent females with lower levels of self-esteem experience higher levels of body dissatisfaction and are more likely to engage in strategies to decrease weight (Button et al., 1997; Nassor, Hodges, Ollendick, 1992).

Five to ten percent of females struggle with eating disorders including, Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder, or borderline conditions (National Eating Disorders Association, 2002). Due to the secretiveness and shame associated with eating disorders, many cases are not reported (National Eating Disorders Association, 2002). Nevertheless, what is often overlooked is even

in the absence of a diagnosable eating pathology or mental health disorder, body dissatisfaction is a significant clinical issue (Butters, Cash, 1987; Fisher, Thompson, 1994; Rosen, 1993).

Media

Although sociocultural pressures are exerted by a variety of sources, it is suggested that media is the most potent and pervasive communicator of sociocultural standards (Heinberg, 1996; Mazur, 1986). A major influence on adolescent females to achieve the cultural standard of thinness and beauty is transmitted through the mass media (Thompson & Heinberg, 1999). Harrison and Cantor (1997) found dieting behaviors were linked to the prevalence of slim bodies, dieting and exercise, seen on television and magazines. In addition to dieting behaviors among adolescence, the exposure to this cultural ideal has been associated with eating disorder symptoms, as well as, body dissatisfaction (Stice, Shaw, 1994). Researchers demonstrate a strong correlation between media exposure, body dissatisfaction and disordered eating (Botta, 1999; Harrison, 1997, in press; Harrison & Cantor, 1997; Levine & Smolak, 1996; Posavac, Posavac, Posavac, 1998; Stice, 1998; Stice, Schupak-Neuberg, Shaw, Stein, 1994; Stice, Shaw, 1994). Ricciardelli and McCabe (2001) studied 598 females and found sociocultural influences significantly predict body dissatisfaction and strategies to change their bodies. This study highlighted the role of media on females' perceived body image. They found both body dissatisfaction and dieting strategies for females was

perceived pressure from the media to lose weight. Ricciardelli and McCabe (2001) also found females experienced pressure to increase muscles mass from media.

Adolescent females are among the greatest users of mass media, particularly magazines (Arnett, Larson, & Offer, 1995; Arnett, 1995). Thomsen, Weber and Beth (2002) found three-fourths of adolescent females ages 12 to 14 read magazines on a regular basis. It was also found, at least half of high school adolescent females use magazines as a source for information about weight control (Desmond, Price, Gray, O'Connell, 1986; Paxton et al., 1991). Levine, Smolak and Hayden (1994) surveyed 385 females about eating behavior, body satisfaction, their concern with being slender, and how their parents, peers and magazines influenced their decisions, in regard to dieting techniques and the importance of being thin. They found 60% of females read at least one magazine regularly and considered them an important source of information about ideal shape, diet, fitness and beauty. As such, media has negative psychological impact for adolescents including eating disturbances and body image problems (Henderson-King, Henderson-King, 1997; Strasburger, 1995; Waller, Shaw, Hamilton, Baldwin, 1994). It is not surprising so many adolescent females experience disordered eating and negative body image; as images of the ideal female shape presented in the media have increasingly become thinner, as the average women has actually become heavier over the last few decades (Wiseman, Gray, Mosimann, Ahrens, 1992; Spitzer, Henderson, Zivian, 1999).

~ Television and magazines reflect and promote cultural beliefs and values by consistent portrayals of underweight models, which in turn influence adolescents'

preference for thin female bodies (Field, Cheung, Wolf, Herzog, Gortmaker, Colditz., 1999; Wiseman et al., 1992). Pipher's (1994) research investigated how media set unrealistic expectations of females' physical appearance. These adolescent females are vulnerable to the messages about thin bodies, as they are at a time in their lives when they are searching their environments to help form their identity (Ashbach, 1994; Freedman, 1984; Strasburger, 1995).

The heavy influence of television and magazines pressure adolescent females to be thin. It is believed that mass media leads many adolescent females to internalize and embrace the sociocultural thin ideal and, in turn, motivates them to attain it, usually through unhealthy means (Thomsen, Weber, Beth, 2002). The media targets adolescent females with images of extremely thin women as the desired figure of health and beauty. In return, media tell these young females that happiness and success are tied to individual physical appearance (Garner, Garfinkel, Schwartz, Thompson, 1980; Silverstein, Perdue, Peterson, Kelly, 1986; Spitzer, Henderson, Zivan, 1999; Wiseman, Gray, Mosimann, Ahrens, 1990). Analysis of body representations in the media show, the achievement of a thin and disciplined body receive the highest of social rewards (Garner, Garfinkel, Schwartz, Thompson, 1980).

Garner and colleagues (1980) stated, "the media have capitalized upon and promoted this image (of thinness) and through popular programming have portrayed the successful and beautiful protagonist as thin," and associate self control and success in individuals with thin bodies. Consequently, body dissatisfaction results

from the discrepancy between an adolescent's actual body size and an ideal size influenced throughout the media (Dunkley, Wertheim, Paxton, 2001). Therefore, in a culture where the media is obsessed with the ideal thin body and negative depictions of reality, adolescent females experience the pressure from media to be thin. However, media messages are encouraged by a more immediate source consisting of parents and peers (Wertheim, Paxton, Schutz, Muir, 1997).

Parents

Parents, a mediator of culture, are a power influence on an adolescent's identity, contributing to the development of the self and body image (Walsh, 1993). The manner in which the parents transmit messages about the thin cultural ideal, as well as, the extent these messages are conveyed are vital to the production of body image and the development of disordered eating (Haworth-Hoeppner, 2000). A family has a collective identity (Schwalkbe, Mason-Schrock, 1996). Collective identity occurs within a group, such as a family, in which people create or redefine an identity to which they buy into (Schwalkbe, Mason-Schrock, 1996). The family represents a group wherein all the members create a shared cultural belief system (Walsh, 1993). Hence, these cultural belief systems take on different meanings as they are interpreted in different family groups (McGoldrick, 1993; Turner, 1970; Walsh, 1993).

Parental influences are involved in an adolescents' development of thoughts and beliefs of an ideal body, both directly and indirectly (Klesges, Malott, Boschee, Weber, 1986; Pike, Rodin, 1991; Stice, 1998). These direct and indirect messages

can be communicated through discussion, encouragement, teasing or modeling. Parents are active participants in reinforcing cultural messages of the thin ideal and passing them along to their children (Wertheim, Mee, Paxton, 1999). Parents are agents of socialization by influencing their adolescent's body image and eating behaviors through modeling, feedback and instruction (Striegel-Moore, Kearney-Cook, 1993). Parents may also influence their adolescent daughters through modeling dieting behaviors and/or direct encouragement in transmitting values about weight and shape (Wertheim, Mee, Paxton, 1999). Parents may attempt to influence their adolescent's eating behavior, as well as, encourage dieting (Striegel-Moore, Kearney-Cooke, 1994; Benedikt, Wertheim, Love, 1998; Levine, Smolak, 1996; Stice, Schupake-Neuberg, Shaw, Stein, 1994; Tiggemann, Pickering, 1996; Wiseman, Gray, Mosimann, Ahrens, 1992).

Haworth-Hoepfner (2000) found four factors that influence negative body image and may lead to disordered eating. They include the following:

1. Critical family environment
2. Controlling parents
3. Some kind of an unloving parent-child relationship
4. A main discourse on weight present in the household

The fourth factor regarding discourse on weight refers to conversations involving weight or appearance. Haworth-Hoepfner (2000) found three categories of specific weight discussions continually present in their research with adolescent females.

Three primary topics of discussion are as followed:

1. Parental dieting concerns
2. Criticisms of the daughter's weight or appearance
3. Prejudicial attitudes involving weight

Wertheim, Mee, and Paxton (1999) studied 369, 10th grade females. They found 40% of the parents encourage their daughters to lose weight. They also found parental encouragement is more significant in predicting their daughter's likelihood to diet than parental modeling of their own dietary restraint. Parents are important role models for adolescent females in the promotion of eating practices.

Therefore by parents' participation in weight loss practices, their adolescent daughters may receive the indirect messages of slenderness and the importance of the thin ideal (Vincent, McCabe, Marita, 2000). Research has found mothers of eating disordered daughters and daughters engaging in dieting behaviors score higher on measures of dieting, negative body image and eating pathologies, than mothers of females without disordered eating. Several researchers found females frequently engage in conversations about dieting with their mothers (Vincent, McCabe, Marita, 2000). Parents also reported praising and criticizing their daughters about weight, as well as, encouraging them to diet (Striegel-Moore, Kearney-Cooke, 1995).

This open dialogue and encouragement about weight loss is another consistent predictor of dieting and disordered eating (Vincent, McCabe, Marita, 2000). Furthermore, Wertheim, Mee and Paxton (2001) found mother and father

encouragement of weight loss and criticism of their daughter's figure were highly correlated. These discussions indicate that parental values about thinness are transmitted to their adolescent daughters (Wertheim, Mee, Paxton, 2001).

Similarly, Vincent, McCabe, and Marita (2000) studied 306 adolescent females and found both fathers and mothers play an important role in the prediction of dieting behaviors. They concluded, the direct influence of family, rather than the quality of the parent/daughter relationship, predict negative body image and disordered eating patterns. Similarly, Wertheim, Martin, Prior, Sanson and Smart (2002) support these findings that adolescent's drive for thinness and body dissatisfaction were related to parental encouragement to diet.

Peers

Central to many adolescent females is the need to feel accepted and support by their friends and other classmates, i.e., peers. Peers are a vital part of adolescents' lives and play an increasingly important role in defining social expectations, as well as, establishing identity and evaluating self (Brown, Mory, Kinney, 1994). Peers influence one another in understanding of culturally appropriate body sizes. As such, children exhibit aversions to overweight individuals, as early as three-years old (Goldfield, Chrisler, 1995; Lerner, Gellert, 1969). Ultimately, adolescents strive for peer support and stand a greater chance of acceptance by conforming to appearance expectations (Bukowski, Hoza, Boivin, 1993; Oliver, Thelen, 1996).

Throughout adolescence, physical appearance is a major predictor of acceptance and popularity among adolescent females. As these youths physically mature, social comparisons become a relevant tool for learning about social expectations of appearance among peers, as well as evaluating oneself to the established ideal body (Jones, 2001). Behaviors performed by attractive peers and behaviors that are rewarded, are inclined to be modeled (Harrison, 2000). During adolescence, young females regularly seek advice and support from their peers on personal issues such as, dieting and weight control (Berndt, Perry, 1990). Research indicates a large number of adolescent females participate in discussions about body weight and dieting with friends (Moreno, Thelen, 1995; Mukai, 1996; Paxton, 1996). These peer discussions on dieting have been associated with maladaptive eating behaviors (Levine, Smolak, Moodey, Shuman, Hessen, 1994; Stice, Nemeroff, and Shaw, 1996). Stormer and Thompson (1996) examined the development and maintenance of body image disturbance with 162 female participants. They found a specific aspect of the social comparison. Social comparison is the frequent comparing of ones appearance to the appearance of another. They found size and weight comparison appeared to be most relevant. In addition, social comparisons have been found to increase body dissatisfaction and unhealthy nutritional practices.

Along these lines, adolescents tend to model one another in many dimensions including, attitudes towards desirable physical and social attributes (Tolson, Urberg, 1993; Berscheid, Dion, Walster; Kandel, 1978 as cited by Paxton, Schutz,

Wertheim, Muir, 1999). Dakin and Arrowood (1981) suggest adolescents compare themselves to their peers, in order to reduce uncertainty or enhance their self-concept. Therefore, a negative evaluation of one's body could be derived from comparisons. Dunkley, Wertheim, and Paxton (2001) found adolescent females who possess a larger body size than their peers will experience a negative body image, in comparison to an adolescent with a body size similar to her peers. In turn, the best predictor of dieting is an adolescent experiencing body dissatisfaction.

Beyond social comparisons, peers engage in what is called "fat talk" (Nichter, Vuckovic). "Fat talk" may consist of one girl saying, "I'm so fat; I need to lose weight", and her peer may think, "if she thinks she is fat and needs to lose weight, then I need to lose weight too" (Muir, Wertheim, Paxton, 1999; Wertheim et al., 1997). Studies show a strong correlation between dieting discussions and disordered eating behaviors (Crandall, 1988; Levine, Smolak, Moodey, Shuman, Hessen, 1994; Stice, Nemeroff, Shaw, 1996). Peer encouragement among females to lose weight is consistently linked with eating problems (Vincent, McCabe, 2000).

Furthermore, peers often engage in teasing and criticizing of others' body weight or shape and is a major influence of body dissatisfaction among adolescent females (Levine, Smolak, Hayden, 1994; Wertheim, Paxton, Schultz, Muir, 1997). This tormenting behavior often leads to dieting and disordered eating problems (Levine, Smolak, Hayden, 1994; Moreno, Thelen, 1993; Pike, Rodin, 1991).

Paxton, Schutz, Wertheim and Muir (1999), conducted a study involving 523, 10th grade females. Their analysis of data found friendship groups with body

image concerns and weight loss behaviors participated in the following: Talking more about weight loss and dieting with their friends, comparing their bodies more often with others and receiving more teasing from friends about weight and shape (Paxton, Schutz, Wertheim, Muir, 1999). They also found these groups reported friends as being more important in influencing their decisions to diet and perceived their friends to be more preoccupied with dieting and weight loss (Paxton, Schutz, Wertheim, Muir, 1999).

After analyzing the relevant literature on body image, similar trends among the sociocultural agents emerge. The media reflects and encourages the cultural belief and values of the thin, ideal body (Field et al., 1999; Wiseman et al., 1992). In addition, these media portrayals are significantly reinforced by parents and peers. Not surprisingly, research literature on the three sociocultural factors, media, parents, and peers are interconnected, as one cannot be independent of the other. Although the three are interconnect, very little research exists on the sociocultural theory as a whole. For this reason, the sociocultural factors that influence adolescent females perceived body image is explored in this study. For this study, the research question is:

How does the media, parents and peers influence adolescent females' body image, as perceived by female high school students of a military related community?

Chapter 2 attempted to encapsulate relevant literature on sociocultural cultural influences, media, parents and peers, on adolescent females' perceived body

image. Chapter 3 focuses on the methodology to be applied when evaluating the sociocultural influences on adolescent female students of a military related community.

Chapter 3: Methodology

This study combines the findings of current literature and research with actual data received from a sample population of students, to better understand sociocultural influences on a body image, as perceived by female high school students of a military related community. Specifically, this study looks at the sociocultural factors that influence body image, of freshman and senior female students enrolled at a junior/senior public high school, located on a military installation, in interior Alaska. A survey (See Appendix F) instrument was developed to assess how media, parents and peers influence body image perceptions. To analyze data, basic statistical procedures were used to calculate frequencies of survey responses and are reported in Chapter 4, Results. Chapter 5, Discussion, relates the significance of this study's findings and addresses limitations and areas for future research.

Timeline

Fall 2003	Gain Institutional Review Board (IRB) approval and school district approval
Spring 2004	Gain parental consent Mail surveys to students
Summer 2004	Enter/analyze data; Write-up findings
Fall 2004	Complete written part of thesis; Defend thesis Disseminate results to school district office Offer to present finding at teacher/school in-service

Participants

The population for this study is the female student population, at a junior/senior public high school, located on a military installation, in interior Alaska. A sub sample of 94 female students, consisting of 62 freshmen, and 33 senior students were recruited to participate. Because participants were minors, parental consent was required. Of the 94 eligible participants, 19 freshman and 7 senior female students received parental permission and participated in this study.

Materials

In addition to parental permission, IRB approval from the Fairbanks North Star Borough School District and the University of Alaska Fairbanks was required. Once this study was approved, 94 packets outlining the study objectives were mailed to parents of freshman and senior students. Specifically, the packet consisted of a 2 cover letter/parental consent forms (See Appendix G) and a pre-addressed/pre-stamped envelope to return signed consent forms.

The survey consisted of 25 questions and optional space to share additional comments about their body image, friends' body image or relatives' body image. Eighteen of the questions consisted of three responses to chose: Yes, No and Sometimes. Some questions had additional space for students to explain their responses. The remaining 7 questions of the survey pertained to age, grade, hours watching television, number of times on a diet, race/ethnicity, and mother's and father's military rank or occupation.

Procedure

After university thesis committee members approved the written research proposal, approval from the University of Alaska's IRB and the Fairbanks School District was sought. A Human Subject Application (See Appendix H) was completed and mailed to the University IRB for review. Additionally, an Application to Conduct Research (See Appendix I) was mailed to the school district for review. Once all required research application materials were received by the University IRB, a meeting was scheduled to explain reasons for this research and to answer questions from IRB members. Required revisions were completed and the university IRB approved the study on December 12, 2003 (See Appendix J).

After receiving IRB approval from the Fairbanks School District (See Appendix K) and the University of Alaska Fairbanks, a meeting with the high school principal was scheduled to discuss research plans. The dates for mailing consent forms, as well as, when and where the survey would take place at school were finalized. The principal approved the high school site for conducting the survey on November 26, 2003.

After research plans and data collection procedures were finalized, parents were sent the packet containing the research 2 cover letter/consent forms and return envelope. The packets were sealed, stamped and hand delivered to the Executive Director of Program Planning and Evaluation for the school district, as he agreed to place address labels on the prepared packets to parents, in order to maintain confidentiality of student information. Due to an initial low response rate, a second

mailing was initiated using the same method. Changes were made to the first consent form (See Appendix L) and mailed to the parents. The packets were only mailed to the students' parents, who had not returned a consent form (n=71) and resulted in the return of 3 additional consent forms.

Of the 94 students asked to participate, 28% of the parents returned (n=26) signed consent forms. Female students whose parents return the consent forms were asked to participate in the study by filling out the research survey. Students were released from class to meet in a school conference room to complete the survey. Before students began the survey, they were asked to sign an assent (See Appendix M). It was made very clear that they were NOT required to participate in this research study. To ensure confidentiality, students were asked not to write their names or any identifying marks on the survey. The completed surveys were placed in an envelope. Once the survey results were entered into a database for statistical analysis, the consent forms, assent forms and surveys were secured in School of Education, at the University of Alaska Fairbanks.

Survey results were tallied, recorded and analyzed using SPSS version 10.0 software and answers were coded for entry into a statistical database. Analysis of the survey data was based on the response for each question and results are presented in Chapter 4, Results, and further discussed in Chapter 5, Discussion.

Dissemination of results

The completed thesis and results of this study will be mailed to the Fairbanks School District. The researcher will be available to discuss this study with teachers

and/or counselors within the district being studied. As possible, results of this study will be presented at a state or national conference.

Chapter 4: Results

Many adolescent females struggle with achieving unrealistic body size, resulting in an increased risk of body dissatisfaction, disordered eating and poor self-esteem. This study reviewed relevant literature on adolescent female body image influences and collected data on a population of freshman and senior students attending a small public high school, located on a military installation, in interior Alaska. To gather data, a questionnaire focusing on sociocultural influences and adolescent female body image perceptions was developed. This chapter describes the results of acquired survey data. To analyze the results, SPSS version 10.0 was used to calculate frequencies, which show the total number and percentage of student responses. The frequencies of participants' survey responses are presented in Appendix N. Frequencies were calculated to figure percentage of students' responses on survey questions. In addition to frequencies, all comments written by students are presented in Appendix O. However, after review of students' comments, no overall patterns were identified.

Demographics

The age of students ranged from 14 to 19 years.

Table 1

Frequency of Student Age

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
14	11	42.3	42.3	42.3
15	8	30.8	30.8	73.1
16	2	7.7	7.7	80.8
17	3	11.5	11.5	92.3
18	1	3.8	3.8	96.2
19	1	3.8	3.8	100
Total	26	100	100	

The students were enrolled in the 9th and 12th grades, with 73.1% 9th graders (N=19) and 26.9% 12th graders (n=7) (See Appendix N, Table 1). The race of students were identified with 80.8% Caucasian, 15.4% African-American, and 3.8% Hispanic (See Appendix N, Table 2). Students were asked to select their father's and mother's occupation, and to determine the percentage of student's from military families. A crosstabulation was used to determine that 80% (n=21) of the students in this study were, in fact, military dependents.

Table 2

Mother's Occupation and Father's Occupation Crosstabulation

		Father's Occupation		
Mother's Occupation		Military	Civilian	Do Not Know
Military	Count	2	4	
	% of Total	7.70%	15.40%	
Civilian	Count	13	2	
	% of Total	50.00%	7.70%	
None	Count	2		2
	% of Total	7.70%		7.70%
Do Not Know	Count			1
	% of Total			3.80%

Peers

Students were asked if they compare their body to their friends' bodies. Students responded by circling YES, NO, or SOMETIMES. Fifty percent of students responded SOMETIMES, and 15.4% responded YES and 30.8% responded NO (See Appendix N, Table 3). Students were asked if they felt pressure from friends to lose weight. Student's responded NO 88.5%, and 11.5% responded SOMETIMES. Surprisingly, no students answered YES. Additionally, two subjective comments were related:

"I feel like I am sort of out of place with my skinnier friends and guys usually like skinnier girls."

“They tell me I should workout or go to the gym with them or take diet pills.”

Table 3

Pressure from Friends to Lose Weight

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	23	88.5	88.5	88.5
SOMETIMES	3	11.5	11.5	100
Total	26	100	100	

Students were asked if their friends are happy with their appearance. YES and NO responses were equally distributed at 26.9%, and 46.2% of the students responded with SOMETIMES (See Appendix N, Table 4). Additional comments on appearance included:

“Not a lot of my friends are happy with their appearance. They are always talking about how much they weigh and how they think they look.”

“Almost all hate their body, even though I’d kill for theirs.”

“We are girls, at some point in time we could be smaller in some area.”

Students were then asked if their friends were a good source for dieting information. Students responded NO 69.2%, and 15.4% SOMETIMES (See Appendix N, Table 5).

Parents

Students were asked if they felt pressure from parents to lose weight, 15.4% responded YES and 84.6 responded NO.

Table 4

Feel Pressure from Parents to Lose Weight

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	4	15.4	15.4	15.4
NO	22	84.6	84.6	100
Total	26	100	100	

Comments on parental influences included:

“My mom tries not to do that, but also mentions to think twice about things I eat.”

“My dad teases me cuz he thinks it will motivate me to lose weight.”

“My mom always wants me to lose weight because I am a cheerleader.”

Students were asked if their mother and father were happy with their appearance. Students (38.5%) said YES, mothers were happy with their appearance, 38.5% responded NO, 19.2% responded SOMETIMES, and 3.8% said they did not know (See Appendix N, Table 6). In regards to father’s happiness, 42.3% responded YES, their fathers were happy with their appearance, 15.4% said NO, 34.6%

responded SOMETIMES, and 7.7% said they did not know (See Appendix N, Table 7).

Media

Students were asked if they read fashion magazines. Students responded YES 42.3%, NO 34.6% and SOMETIMES 23.1% (See Appendix N, Table 8). They were asked if they used magazines as a source of dieting information. One student (3.8%) responded YES, 84.6% responded NO, and 11.5% responded SOMETIMES (See Appendix N, Table 9). Fifty percent of students said they did not wish their body looked like the bodies in magazines, 26.9% said they wish their body was like the bodies in magazines, and 23.1% said SOMETIMES (See Appendix N, Table 10). Students were asked how many hours a day were spent watching television. Thirty percent watched less than one hour, 46.2% responded 2-3 hours, 15.4% responded 4-5 hours, and 7.7% responded more than 8 hours (See Appendix N, Table 11). Finally, students were asked if they felt pressure from the media to lose weight. Students that responded YES were 7.7%, 19.2% SOMETIMES and 73.1% NO.

Table 5

Pressure from the Media (TV, Magazines) to Lose Weight

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	2	7.7	7.7	7.7
NO	19	73.1	73.1	80.8
SOMETIMES	5	19.2	19.2	100
Total	26	100	100	

Student's Body Image

Students were asked if they would change something about their body. Students (42.3%) responded YES, 46.2% responded SOMETIMES and 11.5% responded NO (See Appendix N, Table 12). Written comments from the students about changing their body included:

“Sometimes, I wish I was shorter or as short as everybody else.”

“I don’t think anyone is completely happy with their body. For example, I think I have a big nose and feet.”

“My legs, they are really big and I wish I could get them toned and a little smaller.”

When asked if they were happy with pictures of themselves, 38.5% responded YES, 15.4% responded NO and 46.2% responded SOMETIMES(See Appendix N, Table 13). Comments regarding pictures were as followed:

“My face isn’t that pretty and I think it takes a lot out of the picture without a pretty face.”

“Sometimes I feel like I look fat. My legs and lower abs aren’t as small as I want them to be.”

“I hate me in pictures and I don’t like taking them.”

Students were asked if they were happy with their body weight. Students (46.2%) responded YES, 30.8% responded NO and 23.1% responded SOMETIMES (See Appendix N, Table 14). Additionally, comments about body weight were as followed:

“I’m less than 120 and 5’6”, all the charts say I’m good.”

“I would be more comfortable and confident if I could lose weight.”

“I have gained about 15 lbs in the last 2 years.”

When students were asked if they wished they weighed less, 46.7% responded YES, 23.1% responded SOMETIMES, and 30.8% responded NO (See Appendix N, Table 15). Regarding weighing less, students comments were as followed:

“Only a little thought. Maybe 5 pounds less, but I am already a good weight.”

“Sometimes, I don’t like the fact I weigh more than an average teenager at my age.”

“If I weighed less, than in my opinion, I would look more attractive in clothing.”

Students were asked if they exercise to lose weight. Students (34.6%) responded YES, 38.5% responded SOMETIMES, and 26.9% responded NO (See Appendix N, Table 16). Students were asked how many times they had dieted. Students had the following choices: 0 diets, 1-2 diets, 2-4 diets, 4-5 diets, more than 6 diets. Fourteen students (53.8%) reported that they had never dieted, followed by 15.4% dieting 1-2 times, 15.4% dieting 3-4 times, 3.8% dieting 4-5 times and 11.5% dieting more than 6 times (See Appendix N, Table 17). Students were asked if they watch what they eat so they do not gain weight. Students (3.8%) responded YES, 50% responded SOMETIMES and 46.2% responded NO (See Appendix N, Table 18).

Students were asked who they thought influences the way they feel about their body the most. Friends received 46.2% responses, followed by media 26.9%, parents 19.2%, all three 3.8% believed all three equally influenced their body image and 3.8% felt that none of them influenced her feelings toward her body.

Table 6

Who/What Influences you most about your body image

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Friends	12	46.2	46.2	46.2
Parents	5	19.2	19.2	65.4
Media	7	26.9	26.9	92.3
All three	1	3.8	3.8	96.2
None	1	3.8	3.8	100
Total	26	100	100	

Additional comments on individual body image by students included:

"I wish people would just give me a break about my weight. I wish my friends would be more confident about their weight. I hate it when people say they're ugly, especially if they're extremely pretty."

"Me and my friends often need dieting ideas for when we feel like losing weight. It'd be nice to know where the right information is."

"I feel I have an average body weight and self-esteem, but I do know it's hard for girls my age to be happy with their weight. Many peoples daily lives are affected because of it. They are always seeing skinny people in magazines and on TV and they naturally envy them."

"One of my friends is really pretty. No matter how much I fix myself up, I still feel like the ugly duckling."

Chapter 5: Discussion

Analysis of survey data collected on female high school students revealed a causal relationship between body image perceptions and sociocultural influences, media, parents and peers. The perceptions, although not ubiquitous among research participants, served to support literature reviewed in Chapter 2. Generally, the findings demonstrated media, parents and peers influenced adolescent female body image. The results illustrated peers (46.2%) exerted the greatest influence on body image, followed by media (26.9%), then parents (19.2%). However, it should be noted sociocultural influences do not exist in isolation, as all are interrelated. For example, media presents numerous messages on body image. In turn, parents and peer groups internalize the prevailing messages and exert social pressure to conform. Similarly, in creating messages, media tailors its presentations based on the pressure and influence parents and peer groups deem acceptable.

Whether study participants were aware or not, media is a significant influence on adolescent female body image. Levine, Smolak and Hayden (1994) estimate approximately 60% of females read at least one magazine regularly, and among these readers, magazines were considered an important source of information, about ideal bodies and beauty. Ricciardelli and McCabe (2001) found that one of the predictors of body dissatisfaction and weight loss strategies was adolescent females' perceived pressure from the media to lose weight. In the present study, 73.1% of females reported that they do not feel pressure from the media to lose weight despite 42.3% of participants acknowledging that they regularly read

fashion magazines and over 60% reporting that they watched at least three to five hours of television weekly. Furthermore, female fashion magazines are accused of being a source of misinformation about the desire to be thin. There is evidence that magazines are filled with advertisements and articles that glorify thin bodies and disparage body fat (Silverstein, Perdue, Peterson, Kelly, 1986). Thomsen and colleagues (2002) proposed reading fashion magazines leads female adolescents to internalize and embrace the sociocultural thin ideal. In contrast to reviewed literature, only one study participant (3.8%) reported using fashion magazines as a source for dieting information and found that 50% of female students said, they did not wish their body looked like the bodies in magazines, despite 30.8% of participants reporting dissatisfaction with their body weight, 46.2% wishing they weighed less, and only 38.5% satisfied with pictures of themselves. In addition to the influence of media on body image, peers and parents effect student body image perceptions.

Stormer and Thompson (1996) found females often engage in social comparisons, and these comparisons are linked to negative body image and dieting. In the present study, half of the adolescents responded that they sometimes compare their bodies to their friends' bodies. Surprisingly, this study found 88.5% of adolescent females do not feel pressure from friends to lose weight. However, the adolescents in this study contradicted themselves. Over 60% reported parents and friends influenced the way they feel about their body, while also reporting they

wished they weighed less (46.2%) and 30.8% reported they were dissatisfied with their body weight.

In addition to peer influence, parents reported praising and criticizing their children's weight and encouraging them to diet (Striegel-Moore, Kearney-Cooke, 1995). The current study rejected this finding as 84.6% of students reported they do not feel pressure from their parents to lose weight.

Several unique factors might explain this study's results and afford opportunities of future research. All the participants were females attending a high school in a military-related community, and therefore educated within a specific sociocultural framework, which may influence body image concerns. Being related to the military, students are exposed to a "transient" lifestyle and required to move on average every three to four years. This potentially builds family cohesion and reduces the influences of established social groups often present in non-military communities. However, if this were the only reason, the parental influence on body image would be expected to be significantly greater than the reported 15.4%.

Another explanation is the environment at this Alaska high school. Students, at this school, have been described by faculty as accepting and supportive of new students, regardless of differences. Living in an isolated Alaskan military community necessitates the need to support and accept one another.

Regardless of the reasons for the results, as related by acquired data, many students in this study expressed at least some concern with regard to body image. For example, over 46% of surveyed students reported dieting and 34.6% reported

using exercise to lose weight. This supports recent literature on adolescent dieting behavior where over two-thirds of all high school females are either on a diet or planning to start a diet (French, Perry, Leon, Fulkerson, 1995; Garner, Kearney-Cooke, 1996; Story, Neumark-Sztainer, Sherwood, Stang, Murray, 1998; Gordon, 2000). Unfortunately, several research studies found adolescent females who diet are more likely to engage in health compromising behaviors and more likely to develop disordered eating patterns (Grigg, Bowman, Redman, 1996; Lowe, Gleaves, DiSimone-Weiss, Furgueson, Gayda, Kolsky, Neal-Walden, Nelson, McKinney, 1996).

Ultimately, media, parents and peer groups influenced adolescent body image and significantly contributed to female students' perceptions and attitudes. Due to the sociocultural message of thinness, the majority of adolescent females desire to have a smaller body size (Ricciardelli, McCabe, 2001). This current study supported the claim that females desire to change something about their body, as 88.5% of surveyed students would like to change something about their body, 46.2% wished they weighed less and only 46.1% were happy with their body weight.

Limitations

Like all studies, the present study carries some limitations. First, the survey was a self-report. As such, pressure may have existed for females to respond in a particular way. Limitations of survey research include poorly constructed survey instruments and results that do not provide insight into thoughts and feelings of respondents. No 26-item or even 200-question survey can capture all aspects of the

subject at hand. Regardless of how careful survey data are collected and analyzed, the value of results depends on the truthfulness of the respondents. It is assumed respondent inputs were honest and accurate reflection of the students' perceptions. Unfortunately, the results are suspect due to inconsistencies and conflicting data. The best example in this study was when one respondent selected "No" to the following statement, "I feel pressure from my parents to lose weight". In turn, this individual wrote, "My mom tries not to do that, but also mentions to think twice about things I eat." Which response is correct? Did she understand the question or mis-mark her response? Is this student so engrossed and accepting of the thin ideal that she is not aware that her mother is, in fact, influencing her dieting behavior?

Another limitation was the survey instrument. Specifically, the use of the word "Sometimes" as a choice for many of the questions was unclear as it was impossible to determine and quantify what students intended by this response. A better survey measure would have been to employ a Likert scale with more choices. For example, a six point frequency scale using Very Frequently, Frequently, Occasionally, Rarely, Very Rarely and Never.

The study's most significant limitation was the small sample size, as data tends to be susceptible to skewness, where the response of only a few can substantially affect results. Based on school administrations positive remarks about return rate of requested information from the junior/senior high school parents, the response rate for this study was expected to be 80%. For this study, of the 94 eligible participants, 28% (n=26) participated in this study. Despite the low rate of

participation, this study supported the sociocultural belief that media, parents and peers influence adolescent females' perceived body image. The research findings indicate deep involvement in the adolescent female subculture leads them to overlook the true extent of sociocultural influences and their dominant prevalence in our society. For this reason, the sociocultural factors that influence adolescent female's perceived body image should continue to be examined.

To better understand the differences among study participants, a larger sample size, a refined survey instrument, and additional statistical measurements, would enable an endless opportunity to control for factors such as age/grade, race/ethnicity, parental occupation, time spent "consuming" media, fitness level, and more. Additionally, longitudinal research on the relation between sociocultural agents, as well as, how the young adolescent females interpret messages on body image could be accomplished by assessing adolescent females, family members and peers. This data acquisition would begin in childhood and proceed through late adolescence and would be used to clarify the nature, timing and relative contributions of sociocultural influences. Furthermore, longitudinal research would be used to address the question of when sociocultural variables play a causal role in the development of a negative body image by using parent, peer and teacher reports, school observations, home observations, peer observations and other objective measures of behavior. Another useful research method to further expand on adolescent female body image would utilize small focus groups. These groups would serve to verify the accuracy of acquired survey data and clarify survey data.

Appendix A

Criteria for Major Depressive Episode (Diagnostic and Statistical Manual of Mental Disorders-IV, 1994, as cited in Barlow, Durand, 1995 p. 241).

- A. Five (or more) of the following symptoms have been present during the same 2-week period and represent a change from previous functioning; at least one of the symptoms is either (1) depressed mood or (2) loss of interest or pleasure.

Note: Do not include symptoms that are clearly due to a general medical condition, or mood-incongruent delusion or hallucinations.

1. depressed mood most of the day, nearly every day, as indicated by either subjective report (e.g., feels sad or empty) or observation made by others (e.g., appears tearful). Note: IN children and adolescents can be irritable mood.
2. markedly diminished interest or pleasure in all, or almost all, activities most of the day, nearly every day (as indicated by either subjective account or observation made by others)
3. significant weight loss when not dieting or weight gain (e.g., a change of more than 5% of body weight in a month), or decrease or increase in appetite nearly every day. Note: In children, consider failure to make expected weight gains.
4. insomnia or hypersomnia nearly every day

5. psychomotor agitation or retardation nearly every day (observable by others, not merely subjective feelings of restlessness or being slowed down)
 6. fatigue or loss of energy nearly every day
 7. feelings of worthlessness or excessive or inappropriate guilt (which may be delusional) nearly every day (not merely self-reproach or guilt about being sick)
 8. diminished ability to think or concentrate, or indecisiveness, nearly every day (either by subjective account or as observed by others)
 9. recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide
- B. The symptoms do not meet criteria for a Mixed Episode
- C. The symptoms cause clinically significant distress or impairment in social, occupational, or other important areas of functioning.
- D. The symptoms are not due to the direct physiological effects of a substance (e.g., a drug of abuse, a medication) or a general medical condition (e.g., hypothyroidism)
- E. The symptoms are not better accounted for by Bereavement, i.e., after the loss of a loved one, and persist for longer than 2 months or are characterized by marked functional impairment, morbid preoccupation with worthlessness, suicidal ideation, psychotic symptoms, or psychomotor retardation.

Appendix B

Anorexia Nervosa (AN), (DSM-IV, 1994, as cited in Barlow, Durand, 1995 p. 305).

- A. Resistance to maintaining body weight at or above a minimally normal weight for age and height.
- B. Intense fear of gaining weight or becoming fat, even though underweight
- C. Disturbance in the way in which one's body weight or shape is experienced; undue influence of body weight or shape on self-evaluation, or denial of the seriousness of the current low body weight.
- D. In post-menarchal females, amenorrhea, that is, the absence of at least three consecutive menstrual cycles. (A woman is considered to have amenorrhea if her periods occur only following hormone, e.g., estrogen, administration.)

Specify type:

Restricting type: During the episode of anorexia nervosa, the person does not regularly engage in binge eating or purging behavior (i.e., self-induced vomiting or the misuse of laxatives or diuretics).

Binge-eating/purging type: During the episode of anorexia nervosa, the person has regularly engaged in binge eating or purging behavior (i.e., self-induced vomiting or the misuse of laxatives or diuretics).

Appendix C

Bulimia Nervosa (BN), (DSM-IV, 1994, as cited in Barlow, Durand, 1995, p. 303)

A. Recurrent episodes of binge eating

1. Eating, in a discrete period of time, an amount of food that is larger than most people would eat during a similar period of time and similar circumstances.
2. A sense of lack of control over eating during the episode (e.g., a feeling that one cannot stop eating or control what or how much one is eating).

B. Recurrent inappropriate behavior in order to prevent weight gain such as self-induced vomiting; misuse of laxatives, diuretics or other medications; fasting or excessive exercise.

C. Both binge eating and inappropriate compensatory behaviors both occur at least twice a week for three months.

D. Self-evaluation is unduly influenced by body shape and weight

E. The disturbance does not occur exclusively during episodes of anorexia nervosa.

Specify type:

Purging Type: During the current episode of bulimia nervosa, the person has regularly engaged in self-induced vomiting or the misuse of laxatives, diuretics, or enemas

Nonpurging Type: During the current episode of bulimia nervosa, the person has used other inappropriate compensatory behaviors, such as fasting or exercise, but has not regularly engaged in self-induced vomiting or the misuse of laxatives, diuretics, or enemas

Appendix D

Binge Eating Disorder (BED) (National Eating Disorders Association, 2002).

- A. Frequent episodes of eating large quantities of food in short periods of time.
 - B. Feeling out of control over eating behavior
 - C. Feeling ashamed or disgusted by the behavior
 - D. Eating when not hungry and eating in secret
-

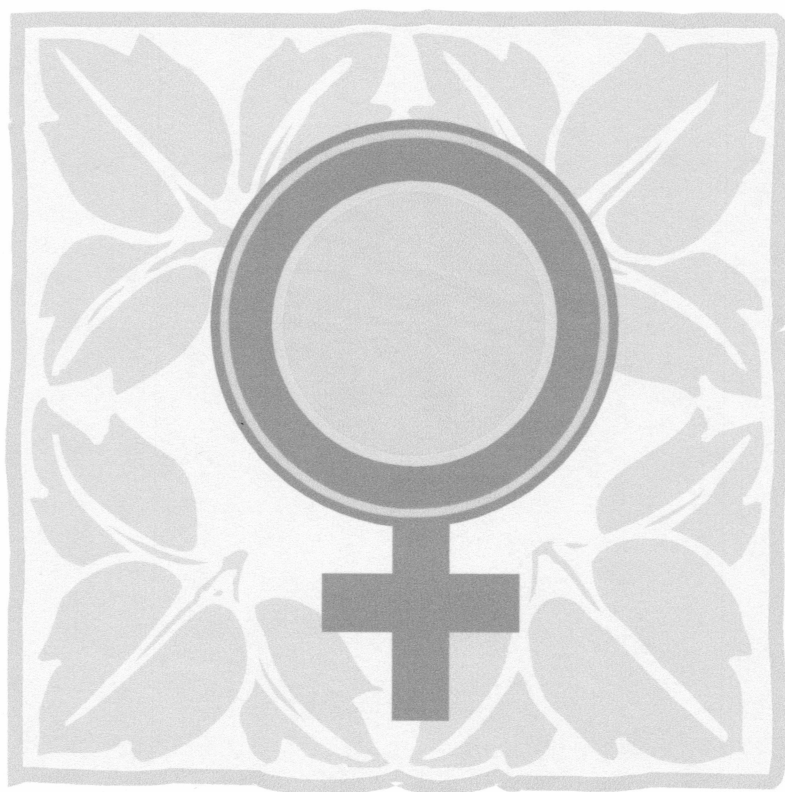
Appendix E

Disordered Eating (National Eating Disorders Association, 2002)

- A. Attitudes about food, weight and body size lead to very rigid eating and exercise habits that jeopardize one's health, happiness and safety.
 - B. Begins as a way to lose a few pounds or get in shape, but behaviors can quickly get out of control, become obsessions, and may even turn into an eating disorder.
-

Appendix F

Body Image Survey



This survey was created by Lindsay A. Paxton
2003

Please read each of the following statements carefully and circle the answer that most closely represents your opinion. **DO NOT** write your name on this survey.

START HERE

1. What is your age? _____

2. What grade are you in?

- a. 9th grade
- b. 10th grade
- c. 11th grade
- d. 12th grade

3. I wish I could change something about my body.

YES

NO

SOMETIMES

PLEASE EXPLAIN _____

4. I compare my body to my friends' bodies.

YES

NO

SOMETIMES

5. I read fashion magazines (for example: Seventeen).

YES

NO

SOMETIMES

6. I feel pressure from my friends to lose weight.

YES

NO

SOMETIMES

PLEASE EXPLAIN _____

7. I use magazines as a source for dieting information.

YES

NO

SOMETIMES

8. How many hours a day do you spend watching television programs?

- a. 0-1
- b. 2-3
- c. 4-5
- d. 6-7
- e. more than 8

9. When I see pictures of myself, I am happy with what I see.

YES

NO

SOMETIMES

PLEASE EXPLAIN _____

10. I am happy with my body weight.

YES

NO

SOMETIMES

PLEASE EXPLAIN _____

11. I feel pressure from my parents to lose weight.

YES

NO

SOMETIMES

PLEASE EXPLAIN _____

12. I wish my body looked like the bodies in magazines.

YES

NO

SOMETIMES

13. I watch what I eat so I do not gain weight.

YES

NO

SOMETIMES

14. Most of my friends are happy with their appearance.

YES

NO

SOMETIMES

PLEASE EXPLAIN _____

15. I exercise to try to lose weight.

YES

NO

SOMETIMES

16. How many times have you been on a diet?

a. 0

b. 1-2

c. 3-4

d. 4-5

e. more than 6

17. I feel pressure from media (TV, Magazines) to lose weight.

YES

NO

SOMETIMES

18. I wish I weighed less.

YES

NO

SOMETIMES

PLEASE EXPLAIN _____

19. My friends are a good source for dieting information.

YES

NO

SOMETIMES

20. Who do you think influences the way you feel about your body the most?

- a. Friends
- b. Parents
- c. Media (TV, magazines, movies)

21. My mother is happy with her body image.

YES NO SOMETIMES

22. My father is happy with his body image.

YES NO SOMETIMES

23. What is your race/ethnicity?

- a. Caucasian
- b. African-American
- c. Latino
- d. Bi-racial
- e. Alaskan Native
- f. Other _____

24. What is your mother's rank/occupation?

- a. E-1 to E-4 (Airman)
- b. E-5 to E-6 (Staff or Technical Sergeant)
- c. E-7 and above (Master Sergeant or higher)
- d. O-1 to O-3 (Lieutenant or Captain)
- e. O-4 (Major)
- f. O-5 to O-6 (Lieutenant Colonel or Colonel)
- g. Civilian
- h. None

25. What is your father's rank/occupation?

- a. E-1 to E-4 (Airman)
- b. E-5 to E-6 (Staff or Technical Sergeant)
- c. E-7 and above (Master Sergeant or higher)
- d. O-1 to O-3 (Lieutenant or Captain)
- e. O-4 (Major)
- f. O-5 to O-6 (Lieutenant Colonel or Colonel)
- g. Civilian
- h. None

Please share any additional comments or concerns you have about your body image, your friend's or your relative's body image.

Appendix G

Parent Letter/Consent Form



UNIVERSITY OF ALASKA FAIRBANKS

School of Education
PO Box 756480
Fairbanks, AK 99775-6480

Dear Parents:

My name is Lindsay Paxton. I am a graduate student at University of Alaska Fairbanks. I do not know your name. The Fairbanks North Star Borough School District agreed to forward my letter to protect your privacy. I want your daughter to fill out a survey. My survey is about media, parents and peers and adolescent females', of a military related community, body image.

Your daughter will fill out the survey at school. The survey takes 10 minutes. The survey asks questions about her body image. A sample question is, "I wish I could change something about my body." They have to circle YES, NO, or SOMETIMES.

There are no advantages to the student filling out the survey. Students may get upset about their body image. If they get upset, I will give them Joni Simpson's, the guidance counselor at Ben Eielson High School, phone number and e-mail, and my phone number and e-mail.

Parents have to give permission for their student to fill out the survey. Students DO NOT have to fill out the survey. Student's names will never be connected with their answers.

On the next page, there is a permission form. Please sign and return form in the stamped envelope. I hope you let your daughter fill out the survey. If you have questions, contact me or my faculty advisors, Dr. Maria Reyes at 474-7696 or ffimer@uaf.edu or Dr. Anthony Strange at 474-7701 or ffats@uaf.edu.

If you have questions or concerns about your daughter filling out the survey contact the Office of Research Integrity at 474-7800 or fyori@uaf.edu please use the reference of "IRB 03-55". Thank you.

Statement of Consent

I understand how the study will be done as described above. My questions have been answered. I agree to let my daughter fill out the survey. I have been given a copy of this form.

I will let my student (*Print Student's Name*) _____ fill out the survey

Parent or Legal Guardian Signature

Date

Please return the form you have signed in the stamped envelope.

Please keep the second copy for your records.

Thank you.

Approved Assent Form for IRB 03-55
December 12, 2003

Appendix H

Human Subjects Application

UNIVERSITY OF ALASKA FAIRBANKS
HUMAN SUBJECTS APPLICATION
REQUEST FOR ETHICAL REVIEW OF ACTIVITIES INVOLVING HUMAN SUBJECTS

IRB Log #

1. Title of Proposal:	Who's "fat", who's not. Sociocultural influences on female adolescent's body image.		
2. Principal Investigator(s) and Degree(s):	Dr. María Elena Reyes, Associate Professor, School of Education, BA, M.Ed., Ph.D. Dr. Anthony Strange, Assistant Professor, School of Education, BA, BS. MPA, Ed.D.		
{Person(s) MUST be UAF Faculty/Staff}			

**Note: If you are a visiting researcher, please contact the Office of Research Integrity at 474-7800 or fvori@uaf.edu*

3. UAF address: Dr. María Elena Reyes: School of Education, P.O. Box 756480, 709 GR Dr. Anthony Strange: School of Education, P.O. Box 756480, 714D GR	4. UAF phone number: Dr. María Elena Reyes: 907-474-7696 Dr. Anthony Strange: 907-474-7701
5. Email address: Dr. María Elena Reyes: ffmer@uaf.edu Dr. Anthony Strange: ffats@uaf.edu	6. Home phone number: Dr. María Elena Reyes: 479-3570

7. Thesis Project:	Yes	X	No	Degree:	
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8. Graduate Student Name and Contact Information:	Lindsay Paxton 907-372-2779
--	-----------------------------

9. List all other project personnel: Name, UAF address, phone number and email:
Dr. Maureen Hogan School of Education, P.O. Box 756480, 712B GR, 907-474-6474 Email: ffmph@uaf.edu

10. Proposed start/completion dates:	September 20, 2003	to	October 20, 2004
---	--------------------	----	------------------

11. Will this study receive any direct or indirect Federal	(If yes please attach 1 copy of
---	--

The putative risk factors for negative body image that has received the most attention has involved sociocultural pressures (Stice & Whitenton, 2002). Researchers have suggested that pressure to be thin from one's social environment fosters body dissatisfaction because repeated messages that one is not thin enough would be expected to produce discontent with bodily appearance (Striegel-Moore, Silberstein, Rodin, 1986; Thompson et al., 1999 as cited in Stice & Whitenton, 2002). For adolescent females, the sociocultural messages are very clear in transmitting societal's view regarding the ideal body (Benedikt, Wertheim, & Love, 1998; Cusimano & Thompson, 1997; McCabe & Ricciardelli, 2000; Pike & Rodin, 1991; Vincent & McCabe, 2000 as cited in Ricciardelli, McCabe, 2001). These messages essentially state that for a woman to be considered beautiful and desirable, one has to be thin. These powerful messages are relayed through three sociocultural agents-*media*, *parents*, and *peers* (Dunkley, Wertheim, Paxton, 2001).

Several researchers have looked at the role of sociocultural influences and place blame of dieting, body image and eating disorders to sociocultural factor (Levine & Smolak, 1992; Stice, 1994 as cited in Dunkley, Wertheim, Paxton, 2001). These sociocultural factors are seen contributing to and reinforcing the thin cultural ideal. I plan to explore the relationship between the importance of body image, body satisfaction, and disordered eating among adolescent females in Fairbanks, Alaska.

Adolescent females reported that sociocultural agents, such as media, parents, and peers influenced their idea of how their body should look and what they can do to achieve the cultural ideal (Dunkley, Wertheim, Paxton, 2001). Consequently, these three agents have been identified as impacting adolescent females body image and eating behaviors (Dunkley, Wertheim, Paxton, 2001).

Dunkley, Wertheim, and Paxton (2001), found that females who show the most body dissatisfaction and disordered eating patterns live in a society that supports a thin ideal and encourages unhealthy behaviors to achieve this ideal. In a study of adolescent females, researchers found that 70-76% would prefer a figure thinner than their own (Fear, Bulik, Sullivan, 1996; Paxton, Wertheim, Gibbons, Szmulker, Hillier, Petrovich, 1991; Tiggemann, Pennington, 1990 as cited in Paxton, 2002). Additionally, researchers found that over 50% have tried to lose weight, while only a small number of these female adolescents are overweight. (Fear et al., 1996; Grigg, Bowman, Redman, 1996; Patton et al. 1997; Paxton et al., 1991 as cited in Paxton, 2002).

For this thesis, the research question is:

How does the media, parents and peers influence adolescent female's body image as perceived by female high school students of a military related community?

A letter explaining my research intentions and a parental consent form will be mailed to all the freshman and senior females at Ben Eielson High School, Eielson Air Force Base, Alaska. The parents will be asked to mail the signed consent forms in the provided pre-addressed and stamped envelope. All paper copies and postage will be funded by me, Lindsay Paxton. Students who receive parental consent will be asked to participate in this study by completing a survey. The students will be given a consent form. Those who give consent will be asked to complete a 25-question survey pertaining to body image. Students will be asked not to put any identifying marks on their survey, such as names to remain confidential. After completion of the survey, the students will put their survey in the envelope provided on my desk. Using SPSS software, I will analyze the survey data and will write up the results.

2. **BRIEF RATIONALE AND OBJECTIVES.** *Explain in lay language (that can be understood by non-scientific IRB members) the design, rationale for the study grounded in previous literature, and the research questions or hypotheses. Maximum 500 words.*

Several researchers have looked at the role of sociocultural influences and place blame of dieting, body image and eating disorders to sociocultural factor as their influences are seen contributing to and reinforcing this thin cultural ideal (Levine & Smolak, 1992; Stice, 1994 as cited in Dunkley, Wertheim, Paxton, 2001). For my thesis, a hypothesis is that an emphasis on the

importance of sliminess is likely to lead to negative consequences in relation to body satisfaction and disordered eating in a society in which the beauty ideal is so thin as to be impossible for most women to achieve.

This leads to the following research question:

How does the media, parents and peers influence adolescent female's body image as perceived by female high school students of a military related community?

The impact sociocultural agents have on adolescent females is significant. Researchers, Dunkley, Wertheim, and Paxton (2001), found that females who show the most body dissatisfaction and disordered eating patterns live in a society that supports a thin ideal and encourages unhealthy behaviors to achieve this ideal. Research statistics link negative body image to physical and mental health concerns, particularly in females. Body image dissatisfaction is associated with disordered eating, depression and low self-esteem (Button, Loan, Davies, Sonuga-Barke, 1997 as cited in Tiggemann, 2001). Several studies established the relationship between body image and self esteem among adolescent females and found that females who report a negative body image tend to have lower self-esteem than do those who have a more positive body image (Williams, Currie, 2000; Fabian, Thompson, 1989; Martin, Housley, McCoy, Greenhouse, 1988; Wood, Becker, Thompson, 1996 as cited in Williams, Currie, 2000).

A strong causal link between negative body image and disordered eating is suggested in the literature (Attie, Brooks Gunn, 1989; Field, Camargo, Taylor, Berkey, Colditz, 1999; Killen et al., 1994; Stice, 2001; Stice, Mazotti, Krebs, Martin, 1998; Wertheim, Koerner, Paxton, 2001 as cited in Paxton, 2002). These studies confirmed that adolescent females who diet are more likely to participate in health compromising behaviors and are more likely to develop an eating disorder (Grigg, Bowman, Redman, 1996; Lowe, Gleaves, DiSimmone-Weiss, Gurguseson, Gayda, Kolsky, Neal-Walden, Nelson, McKinney, 1996 as cited in Thomsen, Weber, Beth, 2002). It was found that extreme dieters are 18 times more likely to develop an eating disorder than non-dieters (Patton, Selzer, Coffey, Carlin, Wolfe, 1999 as cited in Paxton, 2002). Adolescent dieting techniques includes extreme weight control strategies such as fasting, vomiting, diet pills, laxatives, cigarettes, and diuretics (Hendren, Barber, Signafoos, 1986; Killen, Taylor, Teich, Saylor, Maron, Robinson, 1986 as cited in Grigg, Bowman, Reman, 1996). These extreme behaviors were not found to be uncommon (Huon, 1994; Rosen, Gross, 1987; Maude, Wertheim, Paxton, Gibbons, Sz mukler, 1993 as cited in Wertheim, Paxton, Schutz, Muir, 1997). They were found to be associated with unhealthy physical, nutritional, and emotional outcomes (Gibbons, Wertheim, Paxton, Petrovich, Sz mukler, 1993; NIH Technology Assessment Panel, 1992; O'Dea, 1995; Wilson, 1993 as cited in Wertheim, Paxton, Schutz, Muir, 1997).

Nevertheless, what is often overlooked is the fact that even in the absence of a diagnosable eating pathologies or other mental health disorders, body dissatisfaction is a significant clinical issue (Butters, Cash, 1987; Fisher, Thompson, 1994; Rosen, 1993 as cited in Stormer, Thompson, 1995).

The design of my thesis will consist of a comprehensive literature review on how sociocultural influences affect adolescent female's body image. A survey will be distributed to all the female students enrolled at Ben Eielson High School. Subsequent to survey collection, data will be analyzed using appropriate statistical software, the results will be written up and shared with the school district personnel.

3. DESCRIPTION OF POPULATION

- a. Number of subjects to be involved: Ninety-five students will be recruited for this study. Sixty-two female freshman and thirty-three female seniors will be asked to participate.
- b. Description of population to be recruited and rationale for their participation (indicate age range, gender, cultural background or if specific populations will be chosen: i.e. prisoners, pregnant women, Alaska Natives): All 9th-12th grade female students

registered at Ben Eielson High School, Eielson Air Force Base, Alaska will be asked to participate in this study by filling out a body image survey. Only those students whose parents return the parental consent can participate.

- c. **How are the subjects being recruited (submit a copy of advertisement for approval, if applicable):** I will be sending an envelope packet consisting of cover letter, consent form and pre-addressed and stamped envelope to all parents with freshman and senior female students at Ben Eielson High School.
- d. **What are the criteria for their selection:** The females must be enrolled at Ben Eielson High School.
- e. **What (if anything) is planned to encourage the recruitment of minorities and women:** All female freshman and female seniors at Ben Eielson High School will be recruited.
- f. **Are there populations that you are intentionally excluding from the project?**
Yes, male students will be excluded from this project.

4. DESCRIPTION OF METHODOLOGY AND PROCEDURES

- a. Explain in **lay language** (that can be understood by non-scientific IRB members) a brief summary of the project's procedures. **Maximum 500 words.**

All parents with female students enrolled, in the 9th and 12th grades, at Ben Eielson High School will be mailed a cover letter and 2 parental consent forms and pre-addressed and stamped envelope. One consent form is for the parents to keep and the other consent form will be mailed in the envelope provided, if the parents chose to give consent. The parent packets, with postage stamps, will be dropped off at Dr. Nick Stayrook's office. Dr. Stayrook, Executive Director of Program Planning and Evaluation for the Fairbanks Northstar Borough School District, has agreed to have an individual from his office place address labels on the prepared packets to parents.

Female students, whose parents return the consent forms will be asked to participate in the study by filling out a survey. The students will be asked to sign an assent form if they chose to participate as, it will be made clear that they are NOT required to fill out the questionnaire. Names are not required on the survey so confidentiality will be remained. The completed surveys will be place in an envelope on my desk in the room where the survey will be conducted. Once the survey results will be entered into the database for statistical analysis. The consent forms and surveys will be secured in Dr. María Reyes office in the School of Education, P.O. Box 756480, 709 GR.

After IRB approval, a pre-test will be given to three of my female friends, before actual survey is administered to the freshman and senior females at Ben Eielson High School. I am interested in pre-testing three females to make sure the questions and format are easy to understand.

Projected timeline:

Fall 2003	Gain IRB approval and FNSB approval
Spring 2004	Mail surveys to students
Summer 2004	Enter/Analyze data/Write-up findings
Fall 2004	Complete written part of thesis/Defend thesis
	Disseminate results to FNSB District office
	Offer to present finding at teacher/school in-service meetings

- b.** Where will the project be conducted (room number or area; if not UAF location, site authorization allowing this research must be provided):

The surveys will be given to freshman and senior female students at Ben Eielson High School. Only those students whose parents returned the informed consent will be asked to participate. Since the survey will only take a few minutes, it will be handed out at Ben Eielson High School. A room has not been decided. The students will be explained the research project and asked to sign an informed consent. Participation is voluntary and only those who sign the consent form will participate. They will complete the survey in the room and place them in an envelope on my desk. To remain confidential, students will be asked not to write their names or any identifying marks on their surveys.

- c.** How will the project be explained to the subjects:

I am asking you to participate in a project that examines sociocultural influence (media, parents and peers) on adolescent female's body image. My project looks at some of the concerns that you, your friends or your family members may face now or might face in the future.

- d.** If the subjects are minors, how will assent be secured:

Only students whose parents returned a parental consent form will be asked to participate in this study. Before the survey is handed out, students will be informed that although their parents gave permission for them to participate they DO NOT have to participate. The students will be given an assent form explaining the study. Students who chose to participate will receive a survey after their assent form is signed.

- e.** How will you make it clear to the subjects that their participation is voluntary and that they may withdraw from the study at any time they wish to discontinue participation:

On the assent form it states, your parents or legal guardians have given permission for you to participate in this study. You Do Not have to participate if you choose. Participation is not required. If you chose not to participate in this study please return to class. If you chose to sign the assent form and participate you can quit this study at any time by simply writing on the questionnaire "Stop" or "I do not wish to participate." Your participation in this study will not affect your grades in any way, your standing at Ben Eielson High School, or your standing at the University of Alaska Fairbanks in any way."

- f.** Will your project utilize (check all that apply):

☒ QUESTIONNAIRES

The introductory paragraph heading the questionnaire should provide the essential information as summarized above, followed by a statement that if the questionnaire is completed, consent for use of the information is granted. Please submit a copy of the questionnaire(s).

☐ INTERVIEWS

If your project utilizes interviews, please submit a copy of all questions.

☐ OBSERVATIONS

If your project utilizes observations, please submit a description of their nature, and state your role in the activities observed.

☐ ARCHIVAL DATA/RECORDS REVIEW

If your project utilizes academic, medical or other records, please submit a description of their use and evidence of official permission allowing you access to these files.

[] FOCUS GROUPS

If your project will utilize focus groups, please submit a description that will be used to inform the participants of the project.

5. DATA

- a. Who will have access to the gathered data:
My graduate committee and I will be the only ones that have access to the returned surveys
- b. How will confidentiality of the data be maintained:
Confidentiality will be maintained as, students are asked not to make any identifiable marks or write names on the survey booklet. No names will be associated with individual students during the write-up. The parental consent forms will be mailed and secured in Dr. María Elena Reyes office, School of Education, P.O. Box 756480, 709 GR. After entering the data, the surveys and the assent forms will be secured with the parental consent forms in Dr. María Elena Reyes office.
- c. Will a Certificate of Confidentiality (through Federal agency) be utilized:
No.
- d. How will the data be recorded (instruments, notes, audio/video recordings, etc.):
The data will be recorded using a paper survey. Students will be provided with pencils to mark answers. The Data from the surveys will then be recorded using the statistical software, SPSS.
- e. What are the plans for retention of data (where will it be stored and for how long):
The data will be stored in a secured in Dr. María Elena Reyes office, School of Education, P.O. Box 756480, 709 GR. The hard copies will be destroyed after three years, as per the Education Department. A CD will be made to back up data on my hard drive.
- f. What are the plans for use of collected data: (i.e. publish in journal or equivalent, non-published written report, present data at conference or equivalent, archive only)
I will be using the data collected for my Graduate Thesis. Once thesis is published, data will be available to others. I will be distributing final results upon completion of my thesis to the following: Fairbanks North Star Borough School District, Thesis, University of Alaska, Fairbanks, and Military personnel
- g. How will the data be destroyed and at what point in time:
The raw data will be destroyed after one year, as per the Education Department. A CD will be keep of the survey data.
- h. Where will the signed consent forms be stored (list administrative office and room number):
The parental consent forms will be stored in Dr. María Elena Reyes office, School of Education, P.O. Box 756480, 709 GR.

6. BENEFITS, COSTS, RISKS, COMPENSATION

- a. What are the potential benefits to the subjects: (Excluding compensation, addressed below)

There are no direct benefits to the student. An indirect benefit would be the satisfaction knowing they participated and contributed data in research project that will help address the current epidemic of body dissatisfaction among adolescent females.

- b. **What may be revealed that is not currently known:**
The relationship between body image and sociocultural factors that influence adolescent females, of a military related community, perceived body image.
- c. **Will monetary or other compensation be offered to the subjects:**
No.
- d. **What are the costs to the subjects (monetary, time):**
The survey will take no more than 10 minutes to complete.
- e. **Describe any possible risks or discomforts to the subject. (physical, psychological, sociological):**
With the current epidemic of body dissatisfaction among adolescent females, I am very likely to have a young female experiencing body image issues participating in the study. Students could experience physical, psychological and sociological distraught in regards to their body image. Being at a high school, it is possible that there will be students experiencing an increase vulnerability due to pregnancy.
- f. **What approach will you make to minimize the risks or discomforts:**
To minimize hardship students may experience, I will provide them with Joni Simpson's, the guidance counselor at Ben Eielson High School, phone number and e-mail. The students will also have my phone number and e-mail where if contacted I can direct them to Ms. Simpson.

7. SUBJECT'S CONSENT

If your project will utilize a written informed consent form and/or an assent form, submit a copy; if oral, submit a summary of what will be said together with a short written consent form for the subject's signature indicating the basic elements of what has been presented orally. Each subject should be fully informed by a written or oral statement that indicates the purpose of the project, the benefits to be derived, risks to subject, a full description of the procedures to be carried out in which the subjects are involved, and that any language barrier has been taken into account. In all cases, please indicate the amount of time; hours, and time-span; days, weeks, months, that is required of subjects. **You can find guidelines for consent/assent forms on the IRB website, www.uaf.edu/irb**

Appendix I

Application to Conduct Research

Fairbanks North Star Borough School District

Application to Conduct Research

Please complete all items on this application. Submit four typed copies of the application, and include copies of all questionnaires, forms, tests, or other instruments to:

Fairbanks North Star Borough School District
Dr. Nicholas Stayrook, Executive Director
Program Planning and Evaluation
520 Fifth Avenue
Fairbanks, Alaska 99701

Applications can also be hand-delivered to Dr. Stayrook at the Administrative Center, located at 520 Fifth Avenue, Third Floor, Suite E.

Please make sure the application is signed by the person conducting the research. Include any supplementary material that will assist in understanding the purposes and procedures used in the study.

Name of person applying to conduct research: Lindsay A. Paxton

Mailing Address: 2538 Mukluk Loop, Apartment C
Eielson Air Force Base, Alaska 99702

Phone: (907)-372-2779

Title of Research Project: Who's "fat", who's not. Sociocultural influences on female adolescent's body image.

1. Please describe the goals and purposes of the proposed research study (use additional pages if necessary).

The purpose of this study is to collect data on the sociocultural factors (media, parents and peer) that influences female adolescent's body image. The primary goal of this survey is to identify the prevalence of these sociocultural factors among adolescent females. Additionally, the data will be analyzed in search of common trends among students.

2. Please describe how this study will benefit the school district:

Equipped with the results of this survey, educators, counselors, and administrators in the district will be able to develop programs or a curriculum to improve female body image.

3. Please complete the table below indicating who will be involved in your proposed data collection activities. Use a separate line of information for each school or grade level or type of person. Use additional sheets if necessary.

<i>School(s) involved</i>	<i>Grade level(s)</i>	<i>Type of persons involved (students, teachers, principals, parents, etc.)</i>	<i>Number of persons involved</i>	<i>Amount of time per person</i>
Ben Eielson High School	9	Female high school students as well as parents to receive consent.	62	Approximately 10 minutes
Ben Eielson High School	12	Female high school students as well as parents to receive consent.	33	Approximately 10 minutes

4. Please list the types of data collection activities you are proposing. Include copies of any questionnaires, interview schedules, or other instruments you plan to use.

Written survey

5. For each instrument listed in the previous question, please complete the table below (use additional sheets if necessary).

<i>Type of data collection instrument (written survey, for example)</i>	<i>Person(s) receiving the instrument</i>	<i>Time from for distributing the instrument (month, day)</i>
Written Survey		

6. Do you plan to obtain parent permission to collect information on students involved in the study? (If yes, please attach sample) X Yes No

7. Is your research proposal being reviewed by a Human Subjects Review Committee? (If yes, please include a copy of the Human Subjects approval.) X Yes No

I have submitted the Human Subjects Application to the University of Alaska Fairbanks.
I enclosed a copy of the application submitted. _____

8. Will you need to use school district facilities to complete your research study? _____ Yes ☒ No

a. What facilities will you need?

b. When will you need to use these facilities?

c. Why do you need to use these facilities?

9. Will you require access to student records? ☒ Yes _____ No

If yes, please indicate what records you need to access, and why you need to access them.

I will need the records to obtain home address of all the female students enrolled at Ben Eielson High

School _____

If approval is received, I agree to conduct this research study in conformance with school district's administrative regulation on External Research in the Schools (AR 1250). I further agree to provide the school district with a copy of the final report and an executive summary.

Signature of person applying to conduct research

Date

Appendix J

University Approval



University of Alaska Fairbanks

INSTITUTIONAL REVIEW BOARD

Dr. Laura Milner, Chair
 Office of Research Integrity
 University of Alaska Fairbanks
 206 Eielson Building, P.O. Box 757560
 Fairbanks, AK 99775-7560
 (907) 474-7800
 email: fyirb@uaf.edu

December 12, 2003

Subject: IRB review of Human Subjects Application form IRB # 03-55

Dear Dr Reyes:

The following Human Subjects Application was reviewed by the University of Alaska Fairbanks Institutional Review Board (IRB) at their October 15, 2003 meeting. Approval of this protocol was approved pending the requested modifications outlined in the letter of October 22, 2003:

Vote:	8 Yea	0 Nay	0 Abstain	0 Absent
IRB Protocol Number:	03-55			
Investigator/Instructor:	Maria Reyes, Ph.D., & Anthony Strange. Ph.D.			
Title of Project/Course:	Who's Fat, Who's Not; Sociocultural influences on Female Adolescents Body Image			
Date Received:	September 22, 2003			
Date Approved:	October 15, 2003			
Annual Renewal:	Annual Report in September 2004			

Procedural changes or amendments must be reported to the IRB, and no changes may be implemented without prior IRB approval.

Teresa Lyons (for Dr. Laura Milner)
 Research Committee Coordinator

Appendix K

School District Approval



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
520 Fifth Avenue Fairbanks, Alaska 9999701-4756907-452-2000
www.northstar.k-12.ak.us

Ms. Lindsay Paxton
2538 C. Mukluk Loop
Eielson AFB, AK 99702

Dear Ms. Paxton,

This letter is written to officially inform you that your application to conduct research in the Fairbanks North Star Borough School District has been reviewed and approved.

In order to protect the privacy of students in your target population, the school district agree to mail out your parent permission form. Please provide the pre-stamped envelopes to my office at your convenience. Please include the following statement in your letter to parents:

"At this point, I do not know your name. The school district agreed to forward my letter to families in order to protect their privacy. I hope, however, you will consider contacting me."

Approval at the school district does not imply approval at the school. You need to contact the school principal at the school to obtain his/her approval and arrange any details for giving the survey.

This approval assumes that you will follow all regulations governing research projects as set forth in the administrative regulation that you received with your application. When your project is complete, please send a copy of the results to the Program Planning and Evaluation Department. If you have any questions, please call me at 452-2000 ext. 367. I wish you good luck with your research and will be very interested in the outcome.

Sincerely,

Dr. Nicholas Stayrook
Executive Director
Program Planning and Evaluation

NS/pddCc: L. Martin, Principal, Ben Eielson Jr. Sr. High School

Appendix L

Revised Parent Letter/Consent Form



School of Education • PO Box 756480 • Fairbanks, AK 99775-6480

Dear Parents:

A few weeks ago, a letter was mailed asking for your daughter's participation in a research study. To the best of my knowledge, I have not yet received a parental consent. I am interested in your daughter's participation in a survey that examines the relationship between sociocultural factors (media, parents and peers) and adolescent female's body image. I do not know your name. The Fairbanks North Star Borough School District agreed to forward my letter to protect your privacy.

Your daughter will fill out the survey at school. The survey takes less than 10 minutes. The survey asks questions about body image. A sample question is, "I wish I could change something about my body." They will be asked to circle YES, NO, or SOMETIMES. This survey should help determine the relationship between body image and sociocultural factors that influence adolescent females body image.

There are no advantages to the student filling out the survey. With the current epidemic of body dissatisfaction among adolescent females, it is likely that some students participating in this study will be experiencing body image concerns. To minimize hardship students may experience, I will provide them with Joni Simpson's, a guidance counselor at Ben Eielson High School, phone number and e-mail, as well as, my phone number and e-mail.

Parents or legal guardians must give permission for their student to participate in this study, as they are minors. Students DO NOT have to participate in the survey. To protect your student's confidentiality, names will never be associated with the results of this study.

A permission form is required to participate. Please sign and return form in the stamped envelope. I hope you chose to allow your daughter to fill out the survey. If you have questions, contact me or my faculty advisors, Dr. Maria Reyes at 474-7696 or ffimer@uaf.edu and/or Dr. Anthony Strange at 474-7701 or ffats@uaf.edu. If you have questions or concerns about your daughter filling out the survey contact the Office of Research Integrity at 474-7800 or fyori@uaf.edu please use the reference of "IRB 03-55". Thank you.

Sincerely,
Lindsay A. Paxton
Graduate Researcher
PARENTAL CONSENT

Statement of Consent

I understand how the study will be done as described above. My questions have been answered. I agree to let my daughter fill out the survey. I have been given a copy of this form.

I will let my student (*Print Student's Name*) _____ fill out the survey

Parent or Legal Guardian Signature

Date

Please return the form you have signed in the stamped envelope.
Please keep the second copy for your records. Thank you.

Appendix M

Assent Form



UNIVERSITY OF ALASKA FAIRBANKS

School of Education
PO Box 756480
Fairbanks, AK 99775-6480

Dear Student:

My name is Lindsay Paxton. I am a graduate student at University of Alaska Fairbanks. I am interested in your participation in a survey. My survey looks at the relationship between sociocultural factors (media, parents and peers) and adolescent females' body image.

There are no advantages for doing the survey. Some of you may feel upset about your body image. If you have problems you can contact Joni Simpson, a guidance counselor at Ben Eielson High School. I will give you Joni Simpson's phone number and e-mail and my phone number and e-mail.

Your parents signed permission slips for you to fill out this survey. You still DO NOT have to fill out the survey. If you want to fill out the survey, you can still quit at any time. If you want to quit, write on the survey, "Stop" or "I do not want to fill it out." Filling out the survey will not affect your grades. Your name will not be connected with your answers.

If you have questions, please contact me or my advisors, Dr. Maria Reyes at 474-7696 or ffmer@uaf.edu or Dr. Anthony Strange at 474-7701 or ffats@uaf.edu. You can also call the Office of research Integrity at 474-7800 or fyori@uaf.edu please use the reference of "IRB 03-55". Thank you.

ASSENT FORM

Statement of Assent

I understand how the study will be done as described above. My questions have been answered, and I agree to fill out the survey. I was given a copy of this form.

I (*Student's Name*) _____ agree to fill out the survey.

Student Signature

Date

I have talked about the survey. I have answered all questions. I gave the participant a copy of this form.

Student Researcher

Date

Approved Assent Form for IRB 03-55
December 12, 2003

Appendix N

Frequencies

Table 1

Grade

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
9	19	73.1	73.1	73.1
12	7	26.9	26.9	100
Total	26	100	100	

Table 2

What is your race/ethnicity?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Caucasion	21	80.8	80.8	80.8
African-American	4	15.4	15.4	96.2
Other	1	3.8	3.8	100
Total	26	100	100	

Table 3

I compare my body to my friends' bodies

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	4	15.4	16	16
NO	8	30.8	32	48
SOMETIMES	13	50	52	100
Total	25	96.2	100	
Missing	1	3.8		
Total	26	100		

Appendix N

Table 4

Most of my friends are happy with their appearance.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	7	26.9	26.9	26.9
NO	7	26.9	26.9	53.8
SOMETIMES	12	46.2	46.2	100
Total	26	100	100	

Table 5

My friends are a good source for dieting information.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	18	69.2	81.8	81.8
SOMETIMES	4	15.4	18.2	100
Total	22	84.6	100	
Missing	4	15.4		
Total	26	100		

Table 6

My mother is happy with her body image.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	10	38.5	38.5	38.5
NO	10	38.5	38.5	76.9
SOMETIMES	5	19.2	19.2	96.2
Do Not Know	1	3.8	3.8	100
Total	26	100	100	

Appendix N

Table 7

My father is happy with his body image.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	11	42.3	42.3	42.3
NO	4	15.4	15.4	57.7
SOMETIMES	9	34.6	34.6	92.3
Do Not Know	2	7.7	7.7	100
Total	26	100	100	

Table 8

I read fashion magazines (for example: Seventeen).

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	11	42.3	42.3	42.3
NO	9	34.6	34.6	76.9
SOMETIMES	6	23.1	23.1	100
Total	26	100	100	

Table 9

I use magazines as a source for dieting information.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	1	3.8	3.8	3.8
NO	22	84.6	84.6	88.5
SOMETIMES	3	11.5	11.5	100
Total	26	100	100	

Appendix N

Table 10

I wish my body looked like the bodies in magazines.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	7	26.9	26.9	26.9
NO	13	50	50	76.9
SOMETIMES	6	23.1	23.1	100
Total	26	100	100	

Table 11

How many hours a day do you spend watching television programs?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
0-1 HOURS	8	30.8	30.8	30.8
2-3 HOURS	12	46.2	46.2	76.9
4-5 HOURS	4	15.4	15.4	92.3
more than 8 Hours	2	7.7	7.7	100
Total	26	100	100	

Table 12

I wish I could Change something about my body.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	11	42.3	42.3	42.3
NO	3	11.5	11.5	53.8
SOMETIMES	12	46.2	46.2	100
Total	26	100	100	

Appendix N

Table 13

When I see pictures of myself, I am happy with what I see.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	10	38.5	38.5	38.5
NO	4	15.4	15.4	53.8
SOMETIMES	12	46.2	46.2	100
Total	26	100	100	

Table 14

I am happy with my body weight

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	12	46.2	46.2	46.2
NO	8	30.8	30.8	76.9
SOMETIMES	6	23.1	23.1	100
Total	26	100	100	

Table 15

I wish I weighted less.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	12	46.2	46.2	46.2
NO	8	30.8	30.8	76.9
SOMETIMES	6	23.1	23.1	100
Total	26	100	100	

Appendix N

Table 16

I exercise to try to lose weight.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	9	34.6	34.6	34.6
NO	7	26.9	26.9	61.5
SOMETIMES	10	38.5	38.5	100
Total	26	100	100	

Table 17

How many times have you been on a diet?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Never Dieted	14	53.8	53.8	53.8
1-2 Diets	4	15.4	15.4	69.2
3-4 Diets	4	15.4	15.4	84.6
4-5 Diets	1	3.8	3.8	88.5
More than 6 Diets	3	11.5	11.5	100
Total	26	100	100	

Table 18

I watch what I eat so I do not gain weight.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
YES	1	3.8	3.8	3.8
NO	12	46.2	46.2	50
SOMETIMES	13	50	50	100
Total	26	100	100	

Appendix O
Student Comments

Question Number 3: I wish I could change something about my body.

"Sometimes I wish to be taller or thinner, but I am happy with how I look."

"I, like many Americans, am more lazy than I should be. Sometimes, I wish that I was more motivated to exercise regularly."

"My hair never stays up and out of the way."

"Sometimes, I wish I was shorter or as short as everybody else."

"When, I was younger, I wish I had lighter skin, now I wish my feet were smaller or if I at least had an arch."

"My hair makes me mad all the time but I can fix it sometimes. I really wish I had a prettier face."

"There are times when I wish I was different to be liked"

"I don't think anyone is completely happy with their body for example, I think I have a big nose and feet."

"I wish I could lose weight."

"I would like to lose a little weight."

"I wish I could lose weight but for health reasons."

"I think I am uncomfortable with my image."

"I wish I was more fit, and more toned."

"I wish I was a little thinner."

"I would like to change my stomach and legs."

"Sometimes, I want to have a nice body."

"Some days, I just feel down about my outward appearance."

"Sometimes, if I feel ugly I will wish I was prettier with perfect skin and bigger boobs."

"More fit."

"I need to loose some weight."

"My legs, they are really big and I wish I could get them toned and a little smaller."

"I would change my eyesight so I don't have to wear glasses or contacts."

"Lose a little bit of weight in my thighs."

Question Number 6: I feel pressure from my friends to lose weight.

"I feel like I am sort of out of place with my skinner friends and guys usually like skinner girls."

"They tell me I should workout or go to the gym with them or take diet pills."

Question Number 9: When I see pictures of myself, I am happy with what I see

"Sometimes I wish that I had a slightly slimmer stomach, but I don't burn pictures of me that I don't like."

"No, I get acne and have very pale skin."

"My face isn't that pretty and I think it takes a lot out of the picture without a pretty face."

"I feel like I can dress well and look nice. I have a pretty face, I just would like to lose weight."

"I hate me in pictures and I don't like talking them."

"Sometimes I feel like I look fat. My legs and lower abs aren't as small as I want them to be."

"I want to lose weight."

Question Number 10: I am happy with my body weight.

"I'm less than 120 and 5'6", all the charts say I'm good."

"I wish I could lose a little more weight."

"I weigh 130 and I want to be thinner."

"I would be more comfortable and confident if I could lose weight.."

"Sometimes I am fine with my weight, sometimes I would like to be skinnier."

"I am overweight."

"I am a little overweight."

"I wish I could lose a couple of pounds."

"I would like to lose weight ."

"I feel I'm overweight."

"I have gained about 15 lbs in the last 2 years."

"I wish I could get down to 120."

"I am striving for a lower weight."

Question Number 11: I feel pressure from my parents to lose weight.

"My mom tries not to do that, but also mentions to think twice about things I eat."

"My dad teases me cuz he thinks it will motivate me to lose weight."

"My Mother encourages me to eat healthier foods."

"My mom is a fitness fanatic and she constantly wants me to loose weight."

"Not really, my mom just encourages me to eat healthy."

"My mom always wants me to lose weight because I am a cheerleader."

Question Number 14: Most of my friends are happy with their appearance

"I think it is normal to dislike parts of yourself. To strive to be better is good, as long as it doesn't threaten your health."

"I have some friends that constantly worry about what they look like."

"My friends say they are too fat. "

"Not a lot of my friends are happy with their appearance. They are always talking about how much they weigh and how fat they think they are."

"A lot of girls complain what they look like but they do it for attention most of the time."

"My friends often feel that they need to start dieting."

"Almost all hate their body, even though I 'd kill for theirs."

"Everyone dislikes something about their body."

"We are girls, at some point in time we all wish we could be smaller in some area."

"They too want to lose weight."

Question Number 18: I wish I weighed less

"Only a little though. Maybe 5 pounds less, but I am already a good weight."

"It seems that they are no parts in the stores above a size 6."

"Sometimes, I don't like the fact I weigh more than an average teenager at my age."

"I wish I was more in shape."

"Wish I weighed 120."

"I would love to lose weight so I could feel healthier."

"If I weighed less, than in my opinion, I would look more attractive in clothing."

"Maybe a little less than I do."

"If I did I wouldn't worry what people thought of me."

"I just want to lose weight to get in shape but not much like 10 lbs."

"It would be easier to wear cute clothes."

"I wish I could weight 120 lbs, not 137."

Additional Comments

"Me and my friends often need dieting ideas for when we feel like losing weight. It'd be nice to know where the right information is."

"I feel I have an average body weight and self-esteem, but I do know it's hard for girls my age to be happy with their weight. Many peoples daily lives are affected because of it. They are always seeing skinny people in magazines and on TV and they naturally envy them."

"One of my friends is really pretty. No matter how much I fix myself up, I still feel like the ugly duckling."

"I wish people would just give me a break about my weight. I wish my friends would be more confident about their weight. I hate it when people say they're ugly, especially if they're extremely pretty."

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